

# Hachikō: A Loyal Dog

By: Mandy Lover, Gayle Green, Axel Reitzig, Jessica Rodd, and Lynn Williams with Kelly Himeisen,

Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking and Listening Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and

### Materials:

1. Hachiko: The True Story of a Loyal Dog, by Pamela S. Turner, or Hachiko Waits, by Lesléa Newman
2. Copies of A Pet I Have Known (provided) for all students (Optional)
3. Copies of Retelling Hachiko's Story Checklist (provided) for all students
4. Hachiko Photographs PowerPoint (provided)
5. Drawing/writing paper, crayons, markers, pencils
6. Construction paper, scissors
7. Computer, LCD projector, and screen

### Implementation:

#### Introduction and Connections

#### Primary/Intermediate

1. Assign students to bring in or draw a picture of a pet they have known. You may want to use the A Pet I Have Known handout, on which students can draw the pet and write a sentence or two about it. Guide students to reflect upon the feelings the pet evokes. Possible guiding questions:
  - Why do we take good care of our pets?
  - Why are we so concerned when pets get lost?
  - How are we loyal to pets after they die?
  - What does a pet do to show it is loyal to its owner?
  - How is taking care of a pet important to the community?
2. Introduce whichever Hachiko book you are reading as a true story from Japan.
3. Develop background knowledge of commuter trains and public transportation in Japan. Help students understand that in Japan's cities, millions of people ride trains every day from the neighborhoods where they live to the parts of the city where they work, go to school, shop, or take part in other activities; at the end of the day, they ride the train back home again. They walk or bike to a train station, where they can buy a ticket and wait on the platform for their train. Almost two and a half million people pass through Shibuya Station in Tokyo every day. You may want to show some of the images from the Hachiko

Instruction: Read-aloud and Retell

Primary

1. Tell students they will be summarizing the story you read by drawing and writing.

What did characters in the story do to

Intermediate

1. Assign students to show their illustrations of Hachikō to the class or a small group, explain why they chose the shape they did, and read their story from Hachikō's point